

## THE BRIDGES FEDERATION ACCESSIBILITY PLAN 2015-2018

Objective	Strategy	Goal achieved
<b>Improving access to the curriculum</b>		
Ensure visuals are used throughout the school to support those children with SEN, in particular Autism	All classes to have visual timetable. Symbols used at lunch time. Use of Communicate and Print Use of PECs Makaton alongside visuals TEACCH programme Resources provided to parents	This is secure across the federation. Ongoing training for new staff.
Ensure access to ICT to support learning.	Applications to CENMAC for equipment such as laptops Touch typing sessions for identified children I pads in class Clicker 6 used to support writing	Cenmac applications being replaced by in class SEN laptops Use of ICT equipment securely in place.
Ensure pupils with VI have access to enlarged text	All text to be enlarged to font size 36. Hand held magnifier to be used when appropriate Access to visual magnifier Lap tops adapted to reduce glare and visual access.	Was in place for child who left in 2015. No VI pupils currently
Ensure pupils with dyslexia can access texts	Use of coloured overlays or coloured paper Access to colour coded timestable sheets Children with a diagnosis attend a dyslexia group that implements alternative reading and learning strategies Resources provided to parents	Securely in place identified provision is on the termly groups grid. 11 children with a diagnosis of Dyslexia
Ensure pupils with challenging behavior participate fully in the curriculum	Now and next Working towards Movement breaks Learning Mentor support Behaviour charts Cooperatively working with parent to ensure behavior plan is universal	Securely in place. Reduction in children being excluded or sent out of class on red. PDC set up and now being used less often
Ensure children with speech and language difficulties have access to appropriate provision	SaLT model and set targets SaLT sessions through-out the week implemented by TA Targets are worked on throughout the day Visuals Correct modeling of language. Resources shared with parents	Securely in place. Increased the amount of SaLT time bought in. 40 children supported by SaLT. Additional 91 receiving in school support.
Ensure children have access to occupational therapy support for gross motor difficulties	Strategies implemented by TA Opportunities for independent gross motor activities provided throughout the day	Securely in place. Referrals made to Sunshine house. 1 child currently receiving support.
Ensure children with medical needs have access to the appropriate provision in order to access and attend school	Letter to whole school for immunosuppressed children Medical Action Plan in place Regular TAC with health professionals and school Staff training	Securely in place. 5 children currently supported with identified medical needs.
<b>Developing access to the physical environment of the school</b>		
Any future plans for further development of the building take DDA issues in to account.	Work with LA and architects when planning modernisations.	On going
Improve access to school grounds	Move main pupil access gate – wider and safer Clear signage	Football pitch entrance at the beginning and end of the school day provides improved access to school grounds
Ensure safety of pupils in Rainbow	Phob access to restricted areas of the school	In place. Phob access on all doors to resource base
Ensure children can navigate the school environment successfully, especially children with VI needs	Colour coded stairs Colour coded classroom Visuals around the school Clear corridors Bright displays Assistance from adults when required	In place 4 staircases are different colours.